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ABSTRACT

This document reports the accomplishments of state councils on vocational education over the past 4 years as they carried out their responsibilities set by the Carl D. Perkins Vocational Education Act of 1984. It contains an introduction; three sections on findings, on the councils' work on policy issues, and on the councils' function as friendly critics or critical advocates of vocational education; conclusions; and three appendices. Appendix A, the bulk of the document, is a state-by-state description of more than 200 initiatives made by the councils. Appendix B provides a summary of the 1987 biennial evaluation earlier reported by the National Association of State Councils on Vocational Education in its newsletter "SCOVE Alert." Appendix C contains a list of the nine responsibilities with which the state councils are charged in the Perkins Act. (CML)

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SHATTERING THE MYTH: AN ASSESSMENT OF MAJOR ACCOMPLISHMENTS
OF STATE COUNCILS ON VOCATIONAL EDUCATION

by

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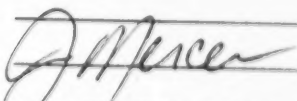
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SHATTERING THE MYTH: An assessment of major accomplishments of State Councils on Vocational Education

INTRODUCTION

This report presents an assessment of the work of State Councils on Vocational Education authorized by the Carl D. Perkins Vocational Education Act of 1984. The assessment is based on a description of over 200 initiatives described in response to a survey conducted by the National Association of State Councils on Vocational Education. Each State Council was asked to describe what it considered to be its key initiatives, recognizing that they would not represent the entire scope and nature of Council accomplishments.

Appendix A provides a capsule description of these major accomplishments, the briefness of which does not do justice to the significance of what was accomplished by State Councils.

In addition, Appendix B provides a summary of the 1987 biennial evaluation earlier reported by the National Association of State Councils on Vocational Education in its newsletter "SCOVE ALERT," dated Summer 1987.

FINDINGS

The findings of this assessment indicate that State Councils have addressed the full gamut of their responsibilities mandated in the Act.

Primary findings of this assessment reveal a set of major issues addressed by State Councils across the country. Furthermore, these primary findings reveal hard-working, creative State Councils intent on improving the quality and equity of vocational-technical education programs, services and activities.

To reflect the major accomplishments of State Councils over the past four years, each State Council was asked to identify the specific mandate of the Carl D. Perkins Act of 1984 which the accomplishment addressed (see Appendix C). While a Council may have addressed one mandate through a specific activity or project, the scope of the project or activity had the effect of addressing more than one mandate. An analysis shows that nearly one-fourth of the major accomplishments reported addressed the mandate on policy advisement. The following indicates the percent of times a given mandate was identified as being addressed by a major accomplishment:

Mandate 1 = 7.8%
Mandate 2 = 23%
Mandate 3 = 8%
Mandate 4 = 6.8%
Mandate 5 = 14.1%

Mandate 6 = 3.6%
Mandate 7 = 15.8%
Mandate 8 = 9.5%
Mandate 9 = 10.7%

This assessment would indicate that the major emphases of the work performed by State Councils over the past four years was on:

1. policy advisement
2. enhancing greater private sector participation
3. recommending practices relating to business concerns
4. evaluation of the effectiveness and adequacy of the VTE/JTPA delivery systems

The findings of this report also show that Councils addressed issues generic to their own state; doing different things from different perspectives, which is one of the major strengths of State Councils. These major accomplishments represent a wide diversity and richness of creative and innovative ways of addressing issues unique to the resources, politics and organizational structure of their respective states.

THE CONSTRUCTIVE WORK OF THE COUNCIL

The wealth of information provided in this assessment indicates significant and substantive change has occurred in many states over the past four years. These changes are a result of constructive work that presents reasonable alternatives to addressing major policy issues.

Initiatives cited by Alabama, Louisiana, Minnesota, Mississippi, Missouri, Nevada, North Dakota, Texas, Vermont and West Virginia indicate significant work done by the Council relating to their assisting in the restructuring of secondary and postsecondary vocational-technical education.

Initiatives cited by California, Colorado, Georgia, Indiana, Kansas, Louisiana, Mississippi, New Hampshire, North Carolina, Pennsylvania, South Carolina and Washington indicate significant work in moving the state planning process away from a compliance document for the state to receive federal dollars to one where the State Plan is a true planning document for vocational-technical education.

Initiatives cited by Arkansas, Maine, Puerto Rico and Rhode Island indicate significant work done by Councils relative to the governance of vocational-technical education.

Initiatives cited by Delaware, Maine, Michigan, Ohio, and Texas indicate significant work in having basic academic skills integrated into the vocational-technical education curriculum.

One of the major findings of this assessment is that Councils, collectively, have worked to heighten the credibility of vocational-technical education delivery systems to the private sector and other entities of government who do not ordinarily pay attention to vocational-technical education. Councils have worked to increase the sensitivity of these publics to the ability of vocational-technical education to help further their goals.

Initiatives cited in Alabama, Arkansas, Delaware, District of Columbia, Georgia, Guam, Idaho, Illinois, Indiana, Iowa, Louisiana, Michigan, Minnesota, Montana, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Vermont, Virginia, and Washington indicate significant efforts relating to the expansion and enhancement of private-sector partnerships in vocational-technical education.

In many states, Councils have become the conduit or major communication network, on issues relating to vocational-technical education, to key individuals and organizations outside vocational-technical education.

States such as Hawaii, Illinois, Maryland, Minnesota, New Hampshire, New Mexico, North Dakota, Oregon, Pennsylvania, Texas, and Virginia are publishing periodic newsletters to highlight education and training information relevant to business, industry, and education.

The findings indicate that State Councils have become major advocates for special populations for access to quality vocational-technical education programs and support services to succeed in those programs.

Initiatives cited in Florida, Illinois, Kentucky, Maryland, Michigan, Minnesota, Missouri, Nebraska, New Mexico, Oklahoma, South Dakota, Virginia and Washington would indicate a major advocacy role exists in promoting greater access to quality vocational-technical education.

The findings also indicate that many Councils have achieved beyond the mandates of recommending procedures, and some have actually carried out their own recommendations.

Initiatives cited by Alaska, Arizona, Connecticut, Georgia, Illinois, Massachusetts, Nevada, New Mexico, New Jersey, New York, North Dakota, Tennessee, Utah, the Virgin Islands, Wisconsin and Wyoming indicate work performed beyond the general scope of the mandates.

These issues would indicate that Councils asserted real leadership.

THE INVISIBLE WORK OF THE COUNCIL

The impact of change, particularly substantive change, is difficult to measure, especially over the short term. There are many subtleties which assist in the creation of change. The very presence of State Councils helps create change. Just the fact that an issue is raised causes many people to begin considering ways of addressing the issue. In some instances, state departments and others begin to move on recommendations before they are published in a report. The public hearings, which are one of the duties of State Councils, are instruments of social and economic change and, as a result of issues being raised, create a sensitivity to the issue and a desire to resolve it.

The work of the State Councils is done in large measure from the point of being "friendly critics" or critical advocates of quality vocational-technical education. This means that, while Councils are advocates, they do not blindly accept everything that is happening just because it is called vocational-technical education. Most Councils do not carry out their work in street brawls or in a vengeful, vindictive manner but, rather, they are genuinely concerned about serving the needs of students through quality instruction to meet the needs of a changing workplace. If that is not happening, Councils are willing to take the risk of promoting restructuring or other methods to see to it that key decision makers are presented with reasonable alternatives to create the desired change.

Some estimate that the work of generating an evaluation or any other report represents 15-20 percent of the work in getting its findings and conclusions addressed. The other 80-85 percent is the "gentle prodding" that is done in meetings and conversations to promote the recommendations.

Many of the things that are not measurable are the things that an efficient and effective agency does and sustains but are never put in a work plan or written about in a report.

CONCLUSION

The conclusion reached as a result of this review and assessment of the major accomplishments of State Councils on Vocational Education is that the vast majority (not the minority) are effective and credible in carrying out the responsibilities under the Perkins Act. The significant accomplishments of these Councils to move the vocational-technical education delivery systems in meeting the challenges of the changing workplace should be provided to Congress.

APPENDIX A

MAJOR ACCOMPLISHMENTS OF STATE COUNCILS ON VOCATIONAL EDUCATION

ALABAMA

Worked to secure adoption of Principles of Technology.

Worked to provide greater equity in the distribution of spending at the postsecondary level.

Worked to integrate the dual system of technical colleges and junior colleges and expand services.

Worked to expand the role of two-year colleges to provide comprehensive services including short-term training for expanding business/industry.

Worked to gain more business people involved in the state planning process.

ALASKA

Worked to develop standards for secondary VTE.

Worked to create a speakers/writers bureau to improve the image of VTE.

Worked to collaborate with the SJTCC and PIC to develop coordinated policies and fiscal recommendations--may lead to the creation of a mini-cabinet and statewide policies on employment and training.

Worked to develop a comprehensive State Plan for VTE.

Worked to establish and staff a statewide advisory committee relating to policies of the university VTE programs.

Worked to create a JTPA/education coordinating committee to coordinate Perkins/JTPA activities.

Worked to develop and implement a school counseling program.

Worked to revise policy on program evaluation of VTE.

ARIZONA

Worked to evaluate effectiveness and adequacy of VTE.

Worked to expand awareness of SCOVE members regarding North Central Association.

Worked to evaluate effectiveness of SCOVE.

Worked to provide direct involvement in State Plan.

Worked to motivate SCOVE in assisting VTE with other activities.

ARKANSAS

Worked to create an Articulation Commission for transfer of vocational courses between levels at secondary, postsecondary, and higher education institutions.

Worked to study the vocational delivery system in the state, through Governor's appointing Council members as the Quality Vocational Education Review Commission; most of the recommendations are either being implemented or are being considered for implementation.

Worked to assist a local community to set up locally sponsored education and training where none is currently available, through the participation of local employers.

Worked to study the governance structure for the delivery of vocational education in the state and recommended that a strong proposal to change it would have a negative impact; even though legislation was introduced to make the change, the Council's position prevailed.

Worked to look at the state as a whole, rather than as individual parts; interest is overall effectiveness.

CALIFORNIA

Worked to expand local coordination efforts.

Worked to have VTE courses included as a quality alternative to graduation requirements.

Worked to gain active involvement of business/industry in a national forum.

Worked to expand the State Plan process beyond an operational plan to a policy document.

COLORADO

Worked to implement a new postsecondary funding mechanism.

Worked to implement a comprehensive State Plan for vocational education.

Worked to improve coordination among state agencies as a result of Council's evaluations.

Worked to implement a statewide articulation program for vocational programs.

Worked to implement a statewide evaluation system for vocational programs.

Worked to implement state technical committees to involve business and industry in planning and delivering vocational programs.

CONNECTICUT

Worked to develop the five-year comprehensive policy plan for Elementary, Secondary, Vocational, Career and Adult Education.

Worked to evaluate effectiveness and adequacy of VTE.

Worked to analyze distribution of spending.

Worked to revise the self-evaluation documentation and on-site evaluation process.

DELAWARE

Worked to promote expansion of area vocational schools that offer students both academic and vocational instruction.

Worked to promote expansion of tech-prep.

Worked to secure state funding for vocational student organizations.

Worked to expand career counseling in all Delaware high schools.

Worked to create Education Resource Association and Delaware Business, Industry, Education Alliance.

DISTRICT OF COLUMBIA

Worked to abandon the shared-time concept for vocational education centers and revert the career development centers to full-time comprehensive high schools with career education curricular tracks.

Worked to place vocational education under the new Division of Senior High Schools.

Worked to form public/private partnerships between vocational education and District of Columbia government and other agencies to form career education programs for postsecondary students.

Worked to implement volunteer advisory councils for each career education discipline.

Worked to provide hands-on experience for youth and adults in vocational programs.

Worked to provide monies for students to attend state and national conferences of their respective student vocational organizations.

FLORIDA

Worked to create greater accountability through the collection and analysis of additional data.

Worked to establish a placement information program.

Worked to expand entrepreneurial training.

Worked to secure greater access and the provision of auxiliary services for nontraditional enrollees and minorities.

Worked to expand successful programs designed to reduce dropouts.

Worked to develop consolidated plan for vocational education.

GEORGIA

Worked to help create a comprehensive marketing plan for VTE.

Worked to improve the State Plan process.

Worked to increase the involvement of employers in VTE and to keep equipment up to date.

Worked to create a "true planning document" among education/training and employment agencies.

Worked to create partnerships, direction, and image through a conference.

GUAM

Worked to set up a Bureau of Apprenticeship Training that would coordinate training programs for jobs needed by private sector industries.

HAWAII

Worked to develop and publish studies and reports which recommend improvements in vocational education programs and services; majority of the recommendations have been or are in the process of being implemented.

Worked to develop and distribute two needs assessment studies, with recommendations for improvement.

Worked to develop and distribute two volumes of a proposed three-part series on the assessment of the coordination between vocational education and JTPA, with recommendations for improvement of coordination directed to either or both JTPA and various education agencies.

Worked to develop a human resource study and strategic recommendations for Hawaii.

Worked to co-manage the state's first employment plan.

Worked to organize the vocational education community for a yearly Vocational Education Week Voc Fest.

IDAHO

Worked to improve the image of VTE in cooperation with business and industry.

Worked to evaluate the effectiveness and adequacy of VTE.

Worked to develop a long-term plan for VTE, in collaboration with the State Board for VTE.

ILLINOIS

Worked to strengthen program improvement efforts, particularly in areas of teacher education, internship, leadership development, equipment, curriculum, and in-service.

Worked to expand efforts in labor market information and technology.

Worked to enhance coordination efforts among public agencies.

Worked to expand access of minorities, single parents, teenage parents, dropouts, and incarcerated in quality VTE.

Worked to create public policy on key issues relating to VTE, especially financial resources, planning, maintenance of effort, accountability, and coordination.

INDIANA

Worked to help establish Indiana's Statute P.L. 217-87 which broadened the definition of vocational education and made it a partner equal to academic education.

Worked to promote a greater understanding of the effect of P.L. 217-87 within the education and economic development communities.

Worked to promote greater work/education partnerships through cooperative arrangements and through the production and distribution of public information materials.

Worked to evaluate effectiveness and adequacy of VTE.

Worked to improve and expand the delivery of VTE, especially tech-prep and comprehensive regional delivery systems.

Worked to strengthen the ties to the private sector, especially through advisory committees and technical committees.

Worked to expand VTE in such issues as postsecondary entrance requirements, educational reform, math-science academics, and integration of vocational education academics.

IOWA

Worked to secure a competitive proposal process for Title IIB, rather than entitlements.

Worked to secure a complete on-site review of area planning councils.

Worked to increase program diversity for secondary students.

Worked to expand private sector representatives on area planning councils.

Worked to evaluate effectiveness and adequacy of VTE.

Worked to provide for a more holistic approach to the delivery of JTPA and VTE services.

Worked to improve cooperation and coordination of VTE/JTPA by recommending the planning of congruent regional boundaries.

KANSAS

Worked to change State Plan to an action document; current "outcomes" oriented plan was developed by a committee which included two Council representatives.

Worked to integrate academic skills into vocational education curriculum.

Worked to promote development of Principles of Technology, Principles of Math, and Principles of Communication curriculum.

Worked to require local advisory committees at vocational institutions.

Worked to recommend cross-membership between PICs and local program advisory committees at community colleges-AVTs.

Worked to collaborate through membership of Council members on JTCC, PICs, Employment Services Board, State Chamber of Commerce, Manufacturers Association, state legislature, labor and apprenticeship boards, etc.

Worked to advocate on issues related to serving the disabled through membership of Council members on Governor's Committee on Employment of the Handicapped.

Worked to provide private sector involvement in on-site evaluations of AVTs and community colleges by having Council members sit-in on the evaluations.

KENTUCKY

Worked to address each of the mandates, with special emphasis given to coordination of services within and between vocational education, corrections, JTPA, preparatory education, etc., and evaluation of programs and activities.

LOUISIANA

Worked to create the development of an "actual" planning document, rather than a compliance plan.

Worked to promote apprenticeship programs be linked to area VTE schools.

Worked to promote entrepreneurship training.

Worked to promote the expansion and strengthening of high school guidance and counseling.

MAINE

Worked to promote career education k-adult--a result being an education/career plan for all eighth graders.

Worked to expand the definition of secondary VTE beyond terminal education, as presented in federal law.

Worked to promote competency based vocational education and the integration of academic and vocational education.

Worked to establish an independent system of governance for postsecondary VTE institutions.

Worked to form a joint planning process for the State Plan and Technical Committees.

MARYLAND

Worked to establish a formal apprenticeship program in Maryland Public Schools.

Worked to establish a network of summer training and education programs to help reduce the school dropout rate of at-risk youth.

Worked to improve the effectiveness of VIP committees.

Worked to actively involve SCOVE members in carrying out Council responsibilities.

Worked to evaluate effectiveness and adequacy of VTE.

MASSACHUSETTS

Worked to improve the coordination among VTE and employment and training.

Worked to expand public input into VTE.

Worked to change the distribution of spending to include both secondary and postsecondary.

Worked to bring together representatives of VTE and employment and training. Effort led to state incentives for articulation and new coordination and collaborative activities.

Worked to formulate policy in the development of the State Plan.

Worked to improve the coordination between JTPA and VTE by documenting types, purposes, costs, and benefits of coordination.

Worked to determine the mismatch between vocational education goals and achievement so as to improve VTE.

MICHIGAN

Worked to secure base-line data for use by state officials for further planning to enhance effective coordination.

Worked to promote the development of a policy on comprehensive guidance and counseling programs.

Worked to promote the emphasis of integration of academic and VTE and for students to meet the increased graduation requirements through the completion of VTE.

Worked to take a proactive approach to the State Plan of VTE.

Worked to study several policy questions relating to VTE, leading to the development of nine strategic recommendations.

Worked to evaluate effectiveness and adequacy of VTE.

MINNESOTA

Worked to improve the effectiveness of VIP committees by increasing the skills of staff relating to organizational structure and operation, small group process, and community relations.

Worked to expand and extend instructional programs and other services relating to entrepreneurial training.

Worked to evaluate effectiveness and adequacy of VTE.

Worked to generate case studies of successful public/private sector partnerships which identifies a classification system, key characteristics, etc.

Worked to create the development of learner outcomes for all elementary and secondary education.

Worked to improve the process of on-site evaluation.

Worked to promote greater clarity in addressing the complexity of equity issues.

Worked to expand and strengthen joint apprenticeship programs.

Worked to obtain relevant information to impact on the architectural and programmatic access of persons with disabilities.

MISSISSIPPI

Worked to promote the modernization of VTE.

Worked to increase the effectiveness of VIP committees.

Worked to develop a strategic planning guide for use in planning of all human resource development efforts.

Worked to secure frequent input from education regarding VTE.

MISSOURI

Worked to study the historical development of VTE in Missouri to determine a potential role for VTE.

Worked to gain significant insight into VTE from over 150 business, industry, and education leaders.

Worked to identify common components attributed to the success of VTE that exemplify the Perkins Act.

Worked to renew interest and increase effectiveness of VIPs.

Worked to evaluate effectiveness and adequacy of VTE.

Worked to study the delivery of VTE, which led to major recommendations relating to access, efficiency, and effectiveness.

Worked to create articulation region.

MONTANA

Worked to develop several position papers relating to issues of concern, including a Research/Development and Curriculum Center, college admission standards, basic education, VTE administrator standards, etc.

Worked to secure public comments on specific topics addressing VTE.

Worked to inform various publics about the neglected majority in Montana.

Worked to call attention to the impact of a changing economy and high technology on VTE.

Worked to evaluate effectiveness and adequacy of VTE.

Worked to create interest in expanding partnerships between business/industry and education.

NEBRASKA

Worked to create an awareness of the concerns of at-risk youth to local and state policymakers.

Worked to analyze the effects of increased graduation requirements on VTE and to advise on ways to increase enrollment in VTE.

Worked to expand opportunities for public input in VTE.

Worked to establish policy relating to training to meet the needs of employers/employees.

Worked to secure ongoing, substantive dialogue between SCOVE and the board.

NEVADA

Worked to clarify the role and function of occupational education.

Worked to expand community based work experience program for low-demand occupations.

Worked to expand small business development centers.

Worked to provide direct input into the development of a proposed course of study and program standards.

Worked to create greater awareness of VTE in the postsecondary--through miniconference--which has resulted in the legislative study commission on vocational education and proposed legislation to improve and expand occupational education.

Worked to assess current services to special populations, which resulted in recommendations designed to enhance greater participation of special populations in occupational education.

NEW HAMPSHIRE

Worked to form a comprehensive inter-agency task force to develop the State Plan.

Worked to expand VTE to become more responsive to the business community.

Worked to stimulate and enhance the effectiveness of VIP committees.

Worked to determine and promote improvements to address the needs and status of out-of-school youth.

Worked to evaluate the effectiveness and adequacy of VTE.

NEW JERSEY

Worked to begin the dialogue on and organization of a Governor's Office of Planning for Training and Technology.

Worked to coordinate services between the Secondary Vocational Education System of County Vocational Schools and the Postsecondary System of County Community Colleges in which was created shared program sponsorship, shared facilities, and acceptance of credit for degrees through the secondary and postsecondary programs offered in the vocational schools.

Worked to promote broader participation in the State Plan by the public and especially the deliverers of vocational programs including comprehensive systems, postsecondary systems, private sector business-industry training systems, the parochial and proprietary school systems, and the CETA and JTPA programs deliverers.

Worked to develop a system of accountability and evaluation of program funds for vocational education in which clarity of objectives for training and education were articulated to the local districts, especially as these objectives related to at-risk students and programs utilizing business-industry-labor needs objectives.

Worked to coordinate and regulate local advisory councils which were utilized for oversight on vocational program implementation and program quality and modernization, especially as that implementation necessitated new technologies of business and industry.

NEW MEXICO

Worked to develop a State Education Resource and Service Directory.

Worked to promote expansion of education/training for incarcerated.

Worked to increase effectiveness of VIP committees to expand involvement of local businesses in VTE.

Worked to increase the public's awareness of VTE.

Worked to assess the perception of employers regarding the kind and proficiency of skill level attained by their employees who attended VTE.

Worked to evaluate effectiveness and adequacy of VTE/JTPA.

NEW YORK

Worked to expand efforts in curriculum development.

Worked to receive input from business and labor and effect change on the education establishment.

Worked to move a series of recommendations from the Council to the Board of Regents and note their inclusion in policies.

Worked to continue modification of the Regent's Action Plan so that it provides access to more students to enroll in occupational-technical education programs.

Worked to establish service area planning throughout the state which enables better local program coordination, efficiency in use of resources and improves communications between and among agencies.

Worked to continue improvement and acceptance of evaluations for and by local agencies which include use of private sector individuals.

Worked to promote use of results of 15 technical committees which the State Council managed.

Worked to build an effective local level system of councils that provides information for use by State Council concerning achievements and areas of concern.

Worked to promote development by the State Education Department of a comprehensive assessment for students with disabling conditions.

NORTH CAROLINA

Worked to assure the development of a complete plan on VTE.

Worked to establish programs for nondegreed teachers, in general, and to secure Auto Service Excellence certificates for auto mechanics instructors.

Worked to establish a VTE institute designed as a bridge between VTE and business/industry.

Worked to assure equity in the distribution of federal spending between secondary and postsecondary.

Worked to evaluate the effectiveness and adequacy of VTE.

NORTH DAKOTA

Worked to develop "Common Elements" for use by SCOVES on their responsibility to evaluate VTE/JTPA/Coordination.

Worked to collaborate with JTPA and VTE in the identification of barriers to coordination.

Worked to promote an expanded role in economic development among two-year colleges.

Worked to determine the extent to which VTE is training for jobs that exist.

Worked to promote an expanded emphasis on adult and industry education and training.

Worked to create and promote the modernization of VTE through the identification of "desired student outcomes" and the development of a "model curricular framework."

OHIO

Worked to strengthen academics in VTE.

Worked to expand and strengthen the work of VIP committees.

Worked to expand instruction in Statistical Process Control to enhance a more productive and competitive manufacturing work force.

Worked to expand the teaching of higher order thinking skills in VTE.

Worked to evaluate effectiveness and adequacy of VTE focused as linkage between VTE and PIC.

OKLAHOMA

Worked to strengthen the private sector participation on state and local coordinating councils, local vocational education advisory committees, local private industry councils (with educational representation), and state technical committees.

Worked to assist new and existing small businesses and industries in establishing a more secure business operation.

Worked to assist local educational agencies in developing programs for the disadvantaged, handicapped, and special populations (displaced homemakers, nontraditional students, single parents, and at-risk/dropout students).

Worked to assure equity in the distribution of funds between secondary and postsecondary institutions and between rural and urban areas to ensure equal access to vocational education for all students.

Worked to develop a strong vocational education training program for incarcerated.

Worked to promote greater cooperation between area vocational-technical schools and JTPA/Service Delivery Areas to ensure adequate training and retraining for dislocated workers and unemployed and underemployed individuals.

OREGON

Worked to bring together resources and agencies to plan and implement action to improve VTE.

Worked to expand the understanding of public educators regarding careers outside of education.

Worked to communicate news regarding education/training to people outside education--"Spotlight."

Worked to evaluate effectiveness and adequacy of VTE.

PENNSYLVANIA

Worked to impact on the development of the State Plan, the inclusion of academic/VTE integration, and secondary/postsecondary articulation.

Worked to promote strengthening VTE programs to State Board and legislature.

Worked to have the Board comply with federal regulations relating to the spending of disadvantaged funds.

Worked to expand the Board's program evaluation process to address quality in addition to compliance.

Worked to evaluate effectiveness and adequacy of VTE.

PUERTO RICO

Worked to expand representation from manufacturing in public meeting.

Worked to create a State Board for Vocational Education.

Worked to evaluate effectiveness and adequacy of VTE.

Worked to establish Information and Evaluation Centers designed to expand career guidance services to students.

Worked to increase participation of representatives of the Manufacturing Association on VIP committees.

Worked to promote the expansion of entrepreneurial skills of VTE students.

RHODE ISLAND

Worked to assess the funding priorities for VTE as it evaluated the effectiveness and adequacy of VTE.

Worked to secure full reimbursement of cost of LEA participation with area vocational centers.

Worked to revise policies relating to governance of VTE.

Worked to establish a state statute creating a policy on VTE.

Worked to improve the VTE delivery system through the conduct of the statewide evaluation of VTE.

SOUTH CAROLINA

Worked to oversee a state law on articulation and coordination of vocational, technical, and adult basic education.

Worked to expand private sector involvement and the strengthening of VTE for the handicapped.

Worked to gather data and report on issues relating to VTE as required by state law.

Worked to improve the State Plan.

Worked to secure additional state funding for VTE.

Worked to expand local articulation and coordination of education and training program.

SOUTH DAKOTA

Worked to require South Dakota's colleges and universities add courses specific to vocational education to the curriculum for guidance counselors and administrators and that a portion of the practicum must be spent in a vocational school.

Worked to enable students to satisfy academic graduation requirements with vocational courses.

Worked to have South Dakota Board of Education establish day-care centers on the four postsecondary campuses.

Worked to have a booklet published on methods of increasing services to special needs students to address weaknesses identified by Council during program reviews.

Worked to develop Educators in Industry program through which educators will be able to receive renewal or graduate credit.

TENNESSEE

Worked to implement the Principles of Technology, Math, and Applied Communications programs in local school systems.

Worked to develop and provide teacher in-service for competency vocational education program frameworks for all vocational courses.

Worked to implement the occupational career guidance initiative in Tennessee.

Worked to devise a new program evaluation plan where each vocational class is evaluated by the state twice within a five-year period.

Worked to develop vocational education teacher-in-industry summer internship program.

TEXAS

Worked to reform vocational education at the secondary level.

Worked to develop a new curricular framework for secondary vocational education.

Worked to develop an integrated delivery system on education and training for employment based on regional planning.

Worked to determine and promote the economic impact of VTE in terms of higher worker wages, lower unemployment, increased sales tax receipts, and reduced welfare cost.

Worked to strengthen literacy in vocational education.

UTAH

Worked to promote the concept of "added cost," which has added millions of state dollars to VTE.

Worked to promote VTE as the primary thrust of the state community colleges.

Worked to extend funding for customized training.

Worked to include subject matter relating to jobs and careers in Utah's secondary core curriculum.

Worked to oppose increasing educational requirements to a B.S. for registered nurses.

VERMONT

Worked to get new funding formula in place which added \$1,000,000 in new state funds to the vocational programs.

Worked to get legislation passed that (1) provides access for adults into vocational education and (2) provides greater responsibility for regional advisory boards.

Worked to cause a growth of new initiatives of business involvement in vocational education programs through the Council's interfacing with private-sector associations.

Worked to initiate a pilot joint venture between several agencies, Land Trust, Housing, etc., and the Construction Trades programs of four centers to construct affordable housing which would remain as "perpetual" affordable housing.

Worked to secure appointment of a study commission "Getting Ready to Work," with a far-reaching charge to restructure education; study commission is chaired by the chairperson of the Council.

VIRGIN ISLANDS

Worked to foster the establishment of a vocational-technical skill center in each school district.

Worked to promote the introduction of pre-vocational programs on the junior high school level.

Worked to establish guidelines for the development of a vocational-technical education facility for the territory.

Worked to foster, develop, and introduce entrepreneurial education in vocational-technical education programs on the senior high school level.

Worked to conduct annual vocational-technical education personnel development seminars especially for vocational-technical education supervisors, teachers, and guidance counselors.

Worked to obtain scholarships for local high school graduates to attend vocational-technical education institutions on the U.S. mainland.

VIRGINIA

Worked to focus spending of program improvement funds more in line with the purpose of the Perkins Act--include economic development initiatives, adult training/retraining, strengthen basics, etc.

Worked to expand effectiveness of VIP committees.

Worked to promote greater accountability by tracking completers, expanded apprenticeship, secondary school linkage, etc.

Worked to promote greater local coordination between VTE/JTPA.

Worked to expand and enhance quality VTE programs for the handicapped.

WASHINGTON

Worked to develop an integrated State Plan for all federal/state funds.

Worked to promote the delivery of improved VTE programs and services for the handicapped.

Worked to strengthen private sector in VIP committees.

Worked to develop state level initiatives and priorities and to determine whether they were supportive of objectives of state policymakers.

Worked to evaluate effectiveness and adequacy of VTE.

WEST VIRGINIA

Worked to promote the perception of business/industry and to develop plan to address their needs.

Worked to redesign and refocus VTE, which has been introduced into the state legislature for funding and implementation.

Worked to promote entrepreneurial training.

Worked to promote changes in the delivery of postsecondary vocational education, which addresses the recommendation of the Carnegie Foundation Report on Higher Education (legislation pending).

WISCONSIN

Worked to develop a comprehensive marketing program for VTE.

Worked to enhance VTE opportunities for the incarcerated.

Worked to assess the extent to which the administration of the Perkins Act, JTPA, and coordination meets the intent of the laws.

Worked to promote the expansion of work experience programs.

WYOMING

Worked to conduct extensive survey to determine coverage and effectiveness of vocational education delivery systems in Wyoming.

Worked to adopt definition of "vocational education" that reflects its changing complexion.

Worked to convene a public meeting of public- and private-sector entities to share information on the future direction of vocational education.

Worked to hold meetings with local school district officials and teachers to discuss philosophies of vocational education and use of advisory committees.

Worked to foster increased participation in Council activities by the State Department of Education, State Board of Education, institutions of higher education, and the public.

S-COVE ALERT



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COUNCIL REPORTS VARIED IN CONTENT AND FORMAT

With passage of the Carl D. Perkins Vocational Education Act of 1984, significant changes in the provision of vocational education throughout the country were made. Likewise, Councils on Vocational Education had new charges for reporting and recommending. They also were given new audiences to which to report. How well have they done? How did they meet the challenge? SCOVE ALERT surveyed the state and territorial councils to find out.

With the "annual report" to the State Board [for vocational education] being replaced with special requirements for "reporting to" and "recommending to" a variety of audiences, council responsibilities changed. The reporting cycle was specified as a two year cycle in some cases and no time frames identified for others. In previous council mandates, a listing of information to be included in an annual report was given. The Perkins Act delineated responsibilities (including reports and recommendations), but left the "how to's" to the councils themselves.

Results of SCOVE ALERT's survey to identify reporting practices of state/territorial councils on vocational education showed that councils did evaluate, study, and assess as described in their mandated role. The survey indicated that councils gave particular attention to both the delivery system and the coordination of vocational education and JTPA (Job Training Partnership Act). At least 75 additional topics were addressed by the 43 councils participating in the survey. Some additional topics met other mandated council requirements, some related to the topics of delivery systems and coordination, while others raised new issues and concerns.

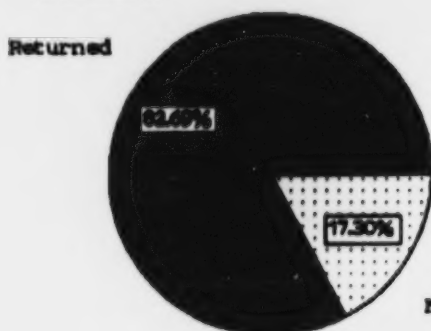
The survey indicated that councils are selecting a wide range of formats for reporting. In addition to this variety, councils have expanded their own list of audiences and appear to have structured their efforts to meet their own state and territorial needs more than just to satisfy federal requirements.

Highlights of the tabulated results begin on page 11. SCOVE ALERT did not analyze the results or state conclusions. Report results and information are preliminary. (Cont'd p. 11)

STATE/TERRITORIAL COUNCIL REPORTS

RESPONSE

Forty three states/territories responded to SCOVE ALERT's survey to glean information about how councils report, the various audiences to whom they report, and what they have reported since enactment of the Carl D. Perkins Vocational Education Act. These 43 include:



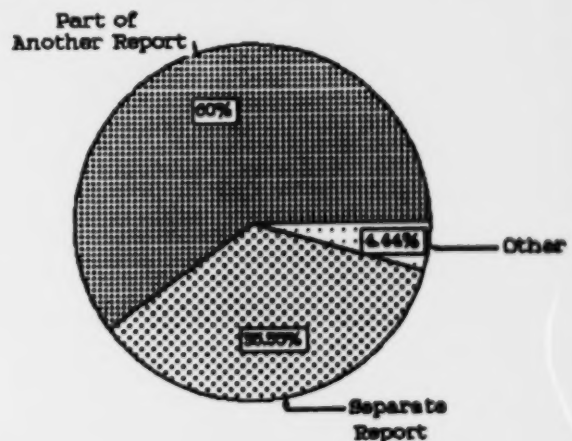
Alabama	Maryland	Ohio
Alaska	Massachusetts	Oklahoma
Arizona	Michigan	Oregon
Arkansas	Minnesota	Pennsylvania
California	Mississippi	Rhode Island
Colorado	Missouri	South Carolina
Delaware	Montana	South Dakota
Hawaii	Nebraska	Tennessee
Idaho	Nevada	Texas
Illinois	New Hampshire	Utah
Iowa	New Mexico	Vermont
Kansas	New York	Virginia
Kentucky	North Carolina	Virgin Islands
Maine	North Dakota	Washington
		Wyoming

REPORTING COUNCIL ACTIVITIES

Seventy-six percent (76%) of the state/territorial councils compile a report of their own activities. Only 19% are required to prepare such a report.

Council activities were reported as follows:

- 54% part of another report
- 32% separate report
- 4% other, such as minutes, oral reports, newsletters.



PUBLIC HEARINGS/INPUT

Respondents reported an average of 2.22 public hearings per council, having an average of 31.24 persons attending and 5.82 individuals presenting testimony. Six states made comments specific to the fact that all meetings of the council are open to the public and that the public may (and does) provide input to the council at regularly scheduled council meetings.

Councils listed 30 topics for which they had specifically requested input. No single topic appeared frequently enough to indicate any trends.

-----REPORTS AND RECOMMENDATIONS-----

SCOVE ALERT asked councils how many reports and recommendations they made to various audiences since enactment of The Carl D. Perkins Vocational Education Act (approximately 2 years). The information below represents 39 states/territories. Three States indicated they had reported and/or made recommendations, but did not state "how many. . . ." The "average number" was based on the number of councils who made a report and gave recommendations, not the total number of councils responding.

REPORTS		AUDIENCE	RECOMMENDATIONS	
Number Of States	Average Number		Number Of States	Average Number
33.	.3.4	GOVERNOR	27.	.10.5
36.	.3.6	STATE BOARD FOR VOC. ED.	34.	.12.1
30.	.2.1	STATE JTCC	29.	.4.7
30.	.2.0	U.S. DEPT. OF ED.	19.	.15.1
30.	.2.0	U.S. DEPT. OF LABOR	19.	.15.1
17.	.2.7	BUSINESS COMMUNITY	14.	.9.3
18.	.2.6	GENERAL PUBLIC	15.	.12.0
7.	.4.3	PARENTS	5.	.8.2
21.	.1.6	STUDENTS	5.	.8.4
21.	.3.5	VOC. ED. COMMUNITY (Tea., adm., local bds.)	18.	.12.6
23.	.2.3	JOB TRAINING COMMUNITY (State Agency, SDA)	19.	.7.1
16.	.3.0	LOCAL VOC. ED. ADV. COUNCILS	12.	.14.4
43.	.2.9	PICS	14.	.7.1
25.	.3.8	STATE LEGISLATURE	18.	.11.1
20.	.2.5	NAT'L COUNCIL ON VOC. ED	10.	.11.4
4.	.4.0	OTHERS i.e., Univ., Special Commissions, State Staff, Congress, OICC	6.	.5.3

State and Territorial Councils on Vocational Education made a total of 959 reports* to their respective audiences during the approximate two year period. Twenty different audiences received these reports. States/territories averaged 232.4 reports to their audiences during this time.

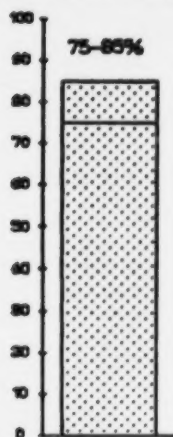
These same audiences received 3,745 recommendations with the average number of recommendations* being 91.34 per council or about 4.6 recommendations per audience.

*Reports and recommendations reported by the councils may represent duplicated use of the same report and recommendations if they were used for multiple audiences.

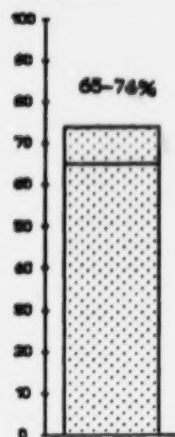
-----TOPICS ADDRESSED BY REPORTS-----

Topics discussed by councils with their audience are depicted in the accompanying table (following page). The table shows the percentage of states who addressed each topic to one or more of their audiences and includes both topics discussed in depth and topics cited in reports.

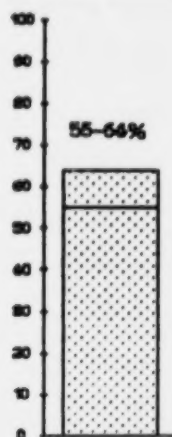
Topics discussed in depth by at least 50% of the councils are noted by the asterisk (). The topic most frequently discussed in depth by councils was "Coordination with JTPA." Sixty five percent (65%) discussed this topic in depth. (Cont'd)



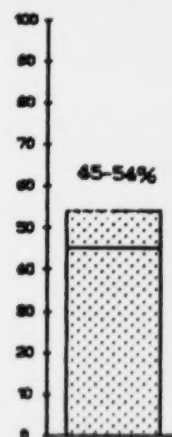
- * Delivery Systems, Voc. Ed.
- * Coordination with JTPA
- * Planning, State Level
- * Coordination among Voc. Ed. Programs



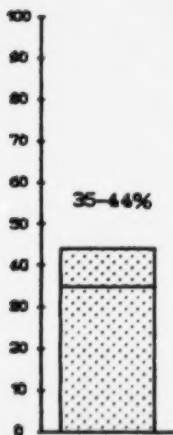
- * Curriculum
- * Teachers Preparation
- * Academic Credit for Voc. Ed.
- * Accessibility
- * Articulation
- * Delivery Systems, JTPA
- Local Advisory Councils
- Academic Competencies
- Distribution of Funds
- * Economic Development



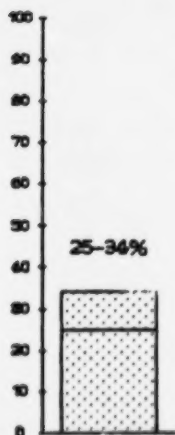
- Instructional Quality
- Employability Skills
- Handicapped
- Educational Reform
- Teachers In-Service
- Equipment
- Student Outcomes
- Targeted Populations
- Dropouts
- Disadvantaged
- Graduation Requirements
- Formula Funding
- Career Guidance
- Community College Programs
- Secondary School Programs



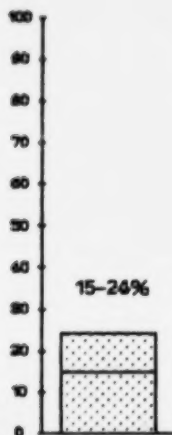
- Retraining, Upgrading Workers
- Job Skills
- Excellence
- Voc. Ed. Enrollment
- Coordination with Others
- Entry Level Skills
- Program Marketing, P.R.
- Planning, Local Level



- Levels of Instruction
- Student Organizations
- Limited English
- Non-Traditional Jobs
- Governance
- State Administration, Voc. Ed.
- State Administration, JTPA
- RFD Process
- Labor Market Information
- Area Vocational School Programs
- PICs
- Program Maintenance
- Single Parents
- Job Placement



- Entrepreneurship
- Private Sector
- Training
- Teenage Pregnancy
- Concerns of Women
- Apprenticeships
- Agriculture



- Student Interest
- Small Business Needs
- Elementary Education
- Unemployment
- Productivity
- Health
- Industrial
- Technical
- Home Economics
- Consumer & Homemaking
- Office
- Marketing & Distribution
- Large Business Needs
- Job Creation
- Communication
- Rural Programs
- Urban Programs



- Parental Responsibilities
- Drugs

TOPICS ADDRESSED TO SPECIFIC AUDIENCES

Below is a listing of topics most frequently (at least 25%) addressed by councils to each of their various audiences. A percentage range of councils addressing each topic to the specific audience is given. The list includes both topics addressed in-depth and topics cited in reports.

STATE BOARD

60-70%

Curriculum
Academic Credit for V.E.
Articulation
Delivery Systems, Voc. Ed
Coordination among V.E.
Programs
Coordination with JTPA
Planning, State Level
Distribution of Funds

50-57%

Local Advisory Councils
Academic Competencies
Employability Skills
Accessibility
Dropouts
Handicapped
Disadvantaged
Economic Development
Graduation
Delivery Systems, JTPA
Funding Formula
Career Guidance

STATE JTCC

65%

Coordination with JTPA

50%

Coordination among V.E.
Programs

35-45%

Curriculum
Targeted Populations
Dropouts
Economic Development
Delivery System, Voc Ed
Coordination with Others
Planning, State Level

BUSINESS COMMUNITY

25-30%

Curriculum
Local Advisory Councils
Economic Development

GOVERNOR

52-60%

Delivery Systems, Voc Ed
Delivery Systems, JTPA
Coordination with JTPA

35-47%

Curriculum
Targeted Populations
Educational Reform
Economic Development
Articulation
Graduation Requirements
Coordination among V.E.
Programs
Planning, State Level
Distribution of Funds

25-32%

Instructional Quality
Equipment
Local Advisory Councils
Student Outcomes
Academic Competencies
Academic Credit for V.E.
Retraining, Upgrading Workers
Accessibility
Dropouts
Handicapped
Disadvantaged
Governance
Voc Ed Enrollment
Coordination with Others
State Administration, Voc Ed
State Administration, JTPA
Planning, Local Level
Funding Formula
Secondary School Programs
Community College Programs

US DEPT OF EDUCATION

25-30%

Delivery Systems, JTPA
Coordination with JTPA

US DEPT OF LABOR

25-30%

Delivery Systems, JTPA
Coordination with JTPA

GENERAL PUBLIC

25-30%

Dropouts
Economic Development
Delivery Systems, Voc Ed

VOCATIONAL EDUCATION COMMUNITY

50-53%

Curriculum
Coordination among V.E.
Programs

40-49%

Local Advisory Councils
Academic Credit for V.E.
Employability Skills
Accessibility
Delivery Systems, Voc Ed
Coordination with JTPA
Distribution of Funds

30-39%

Instructional Quality
Teacher Preparation
Academic Competencies
Student Organizations
Targeted Populations
Dropouts
Disadvantaged
Educational Reform
Economic Development
Articulation
Graduation Requirements
Voc Ed enrollment
Delivery Systems, JTPA
Planning, State Level
Community College Programs
Secondary School Programs

25-29%

Student Outcomes
Job Skills
Entry Level Skills
Handicapped
Excellence
Program Marketing, P.R.
Planning, Local Level
Funding Formula
Labor Market Information
Career Guidance
Area Vocational School
Programs

STATE LEGISLATURE

30-35%

Curriculum
Equipment
Educational Reform
Economic Development
Delivery Systems, Voc Ed
Coordination among V.E.
Programs
Coordination with JTPA
Coordination with Others

25-29%

Instructional Quality
Teacher Preparation
Academic Credit for V.E.
Employability Skills
Student Organizations
Dropouts
Excellence
Articulation
Delivery Systems, JTPA
Funding Formula
Distribution of Funds
Secondary School Programs

JTPA COMMUNITY

42%

Coordination with JTPA

25-30%
Coordination among V.E.
Programs
Coordination with Others

**PRIVATE INDUSTRY COUNCILS
PICs**

42%

Coordination with JTPA

25-30%
PICs
Coordination among V.E.
Programs
Coordination with Others

LOCAL ADVISORY COUNCIL

25-30%

Local Advisory Councils
Student Organization
Accessibility

STATE OICC

25%

None

22%

Labor Market Information

TOPICS DISCUSSED IN-DEPTH WITH AUDIENCES

Councils addressed several topics "in depth" to their audiences. The table below shows the total number of topics addressed in depth by all councils to each audience and the average number of topics addressed in depth per state/territory is also given.

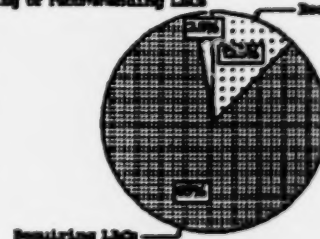
AVERAGE PER STATE	TOTAL TOPICS ADDRESSED	AUDIENCE ADDRESSED
17	658	State Board
7	284	Governor
4	133	U.S. Department of Education
3	106	U.S. Department of Labor
2	93	Business Community
2	88	General Public
5	176	State JTCC
7	283	Vocational Education Community
4	159	Local Advisory Council
3	117	PICs
3	126	JTPA Community, SDAs
6	225	State Legislature
2	71	State OICC

LOCAL ADVISORY COUNCILS. . . STATE REQUIREMENTS

Eighty five percent (85%) of the councils reported that local advisory councils are required in their respective states/territories. Eighty three percent (83%) of the states/territories in which they are not required responded that local advisory councils are "recommended or encouraged."

Not requiring or recommending LACs

Recommending LACs



-----COMMENDATIONS-----

Only one-half of the councils reported that they "gave commendations" to their audiences about specific topics. The remaining half of the councils may not have given commendations or they may have chosen to not respond to the question.

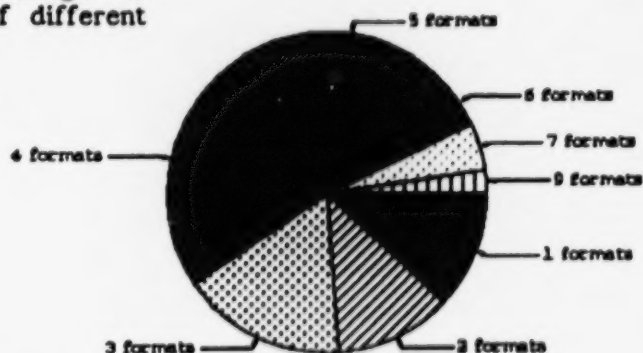
Twenty-five percent (25%) of the councils that commended their audiences did so regarding the following:

- Curriculum
- Articulation
- Student organizations
- Delivery systems, vocational education
- Coordination with JTPA
- Career guidance

-----REPORT FORMAT-----

Councils were asked about the number of different formats they used in making their reports. (The number of documents prepared was not asked.) The following illustrates the percentage of councils that used various numbers of different formats for reporting.

FORMATS USED	PERCENTAGES OF COUNCILS
9	2.38%
7	4.76%
6	4.76%
5	21.43%
4	26.19%
3	16.67%
2	11.90%
1	11.90%



TYPE OF FORMAT

The following variations in the formats used suggests that councils attempted to select those best suited to the unique characteristics of their state or territory.

% OF COUNCILS	FORMAT SELECTED FOR REPORTING
68%	Prepared one document to provide a composite or summary report. All but five Councils used additional formats for supplementing the report, such as position papers, letters or memorandums. The most common report cited (in addition to the composite or summary report) was a report of the Councils JTPA-related studies.
51%	Indicated they prepared separate documents for each report. Twenty-one percent of these councils also prepared a summary document.
19%	Elected to prepare a separate reporting document for each audience they were addressing. Sixty-two percent of these Councils also prepared summary documents. Comments and explanatory notes indicated that states grouped their audience for reporting into three major categories:

Type of Format, cont'd

- 1) Governor/Legislature,
 - 2) State Board/Vocational Education Community, and
 - 3) State JTCC/JTPA Community.
- 46% Used letters and/or memorandums to report to their audiences.
- 56% Found the position paper to be appropriate.
- 31% Used newsletters, particularly for supplementing their reports.
- 60% Made oral presentations to their audiences, nearly all of these supplemented a written report.
- 4% Held news conferences related to their report.
- 9% Presented their reports by using media or video.

-----AUDIENCE RELATIONSHIP-----

Councils participate in a variety of meetings on a routine basis as a means of addressing their various audiences. In return, many of these various audiences routinely attend meetings of the state/territorial councils. Councils reported 655 "special meetings" were held with their various audiences, averaging 15.6 per state/territory during the 2 year period. In some instances, the special meetings may be in addition to routine exchange of meeting attendance, in other instances it may be in lieu of routine meetings. Tabulations did not attempt to distinguish these differences. The survey did not ask who attended meetings with various audiences, i.e. staff or council members.

ROUTINE MEETINGS

State/territorial councils "routinely attend" meetings of their vocational education state board and their State's Job Training Coordinating Council more than those of any other audience. Nearly all of the councils routinely attend sessions of their State Legislatures and meetings held by the vocational education community, including meetings with student organizations.

ATTENDANCE BY SCOVE	ATTEND SCOVE MEETINGS	AUDIENCES
5.0%	22.5%	Governor and/or Staff
75.0%	27.5%	State Board
25.0%	55.0%	State Board Staff
60.0%	50.0%	State Job Training Coordinating Council
0	0	U S Dept. of Labor
0	0	U S Dept. of Education
32.5%	27.5%	Business Community
10.0%	20.0%	General Public
2.5%	10.0%	Parents
42.5%	22.5%	Students, Student Organizations, Vocational Education Community (Teacher, Administrator, Local Board)
17.5%	25.0%	PICs
10.0%	7.5%	SDAs
32.5%	15.0%	State OICC
47.0%	12.5%	State Legislature
2.5%	7.5%	Congressional Delegates
12.5%	12.5%	Other, such as universities, higher education, special commissions

SPECIAL MEETINGS

In addition to routinely attending meetings with their audience or having their audience attend meetings of the state/territorial council, special meetings are sometimes held. These "special meetings" may be to discuss a report or to discuss issues of particular concern to councils or the audiences to which they report.

SCOVE ALERT asked state/territorial councils how many "special meetings" they held with a variety of audiences. Forty-two states responded to the question. The chart below depicts these responses. The "average number per state/territory" shows the average for those states/territories having "special meetings."

AUDIENCE	TOTAL NUMBER SPECIAL MEETINGS	% OF STATES/ TERRITORIES	AVERAGE NUMBER PER STATE
Governor	61	35%	4.06
State Board	77	54%	3.34
State Board Staff	188	33%	13.42
JTCC	46	35%	3.06
US Dept. of Labor	3	7%	1.00
US Dept. of Ed.	8	11%	1.60
Business Community	29	19%	3.62
General Public	18	21%	2.00
Parents	14	9%	3.50
Students	100	16%	14.28
PICs	13	9%	3.25
SDA	9	11%	1.80
OICC	34	11%	6.80
Legislature	27	35%	1.80
Congress	29	23%	2.90
Other	1	2%	1.00

-----RELATIONSHIP OF SCOVES TO LOCAL ADVISORY COUNCILS AND PICs-----

SCOVE ALERT inquired about the relationship of the state/territorial councils to local advisory councils (LAC) and private industry councils (PICs). Forty councils responded to the questions. The following indicates the percentage of state/territorial councils who indicated various relationships with PICs and local advisory councils (LACs).

SCOVE RELATIONSHIP	WITH LACs	WITH PICs
Required to work together.	12%	7%
Work together voluntarily.	52%	42%
Send copies of reports.	50%	47%
Make suggestions or recommendations.	45%	45%
State/Territorial Council Members serve at local level.	50%	37%
Have joint conferences, workshops.	33%	20%
Special sessions with identified leaders.	22%	27%
Jointly sponsor public hearing.	15%	7%
Provide guidelines, handbooks, operational materials.	50%	7%
Provide technical assistance.	55%	10%
Send newsletters.	30%	20%

APPENDIX C

STATE COUNCIL MANDATES*

1. Meet with the State board or its representatives during the planning year to advise on the development of the State plan.
2. Advise the State board and make reports to the Governor, the business community, and general public of the State, concerning (A) policies the State should pursue to strengthen vocational education (with particular attention to programs for the handicapped); and (B) initiatives and methods the private sector could undertake to assist in the modernization of vocational education programs.
3. Analyze and report on the distribution of spending for vocational education in the State and on the availability of vocational education activities and services within the State.
4. Furnish consultation to the State board on the establishment of evaluation criteria for vocational education programs within the State.
5. Submit recommendations to the State board on the conduct of vocational education programs conducted in the State which emphasize the use of business concerns and labor organizations.
6. Assess the distribution of financial assistance furnished under this Act, particularly with the analysis of the distribution of financial assistance between secondary vocational education programs and post-secondary vocational education programs.
7. Recommend procedures to the State board to ensure and enhance the participation of the public in the provision of vocational education at the local level within the State, particularly the participation of local employers and local labor organizations.
8. Report to the State board on the extent to which the individuals described in section 201(b) are provided with equal access to quality vocational education programs.
9. (A) Evaluate at least once every two years (i) the vocational education program delivery systems assisted under this Act, and under the Job Training Partnership Act, in terms of their adequacy and effectiveness in achieving the purposes of each of the two Acts and (ii) make recommendations to the State board on the adequacy and effectiveness of the coordination that takes place between vocational education and the Job Training Partnership Act and (B) advise the Governor, the State board, the State job training coordinating council, the Secretary, and the Secretary of Labor of these findings and recommendations.

*Taken from the Carl D. Perkins Act of 1984.